

AN ANALYSIS OF STUDENTS' PROBLEM IN READING COMPREHENSION THROUGH QUESTIONING TECHNIQUE

A Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

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LAMPUNG
2020**

ABSTRACT

Reading is the most useful and important skill for people. But, the students' score of reading comprehension was low, because the students have difficulties in understanding content of material and the students do not have good reading comprehension. The lack of vocabulary and knowledge of structure make the students can not read well. Therefore, this research was intended to analyze the students' problem in reading comprehension through questioning technique.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were E class in the eighth grade. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing.

Teaching learning process was finished in a meeting, the situation and condition of classroom in teaching and learning were the students looked passive in learning. The cause of student's problems in teaching learning Reading COMPREHENSION through Questioning technique were the teacher got the difficulties to motivation the students to active and to be brave to speak up and the students difficult to understand the meaning of words in the text.

Key words: Descriptive Qualitative, Reading comprehension, Questioning Technique.

DECLARATION

Hereby, I State This Thesis Entitled “AN ANALYSIS OF STUDENTS’ PROBLEM IN READING COMPREHENSION THROUGH QUESTIONING TECHNIQUE AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP WIRATAMA MANDALA ULUBELU TANGGAMUS IN THE ACADEMIC YEAR OF 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

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READING COMPREHENSION THROUGH
QUESTIONING TECHNIQUE AT THE SECOND
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WIRATAMA MANDALA ULUBELU
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A thesis: **"An Analysis of Students Problem in Reading Chomprehension Through Questioning Technique at the second semester of the Eighth Grade of SMP Wiratama Mandala Ulubelu Tanggamus in the Academic Year of 2019/2020"**, By: **Sri Asmilawati, NPM: 1411040363, Study Program: English Education**, was tested and defended in examination session on: **Thurudsay, December 8th 2020**

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MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ أَلْسِنِكُمْ
وَالْوَنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)¹

¹ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rum: 22, p.790.

DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents: Misdar and Rumaini who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved friends who always support me to finish this thesis.
3. My beloved Almamater Raden Intan State Islamic University, Lampung.

CURRICULUM VITAE

The writer's name is Sri Asmilawati. She was born in Srikaton on February 16th, 1997. She is the third child out of Mr. Misdar and Mrs. Rumaini. She began her study at elementary school of SD Negeri 2 Kotabatu in 2003 and graduated in 2008. Then, she continued at Junior High School of Mts Negeri Kota Agung in 2008. After graduating from Junior High School in 2011, she continued again at Senior High School at MAN 1 Kota Agung in 2012 and graduated in 2014. Then, she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “An Analysis of Students’ Problem in Reading Comprehension through Questioning Technique at the Second Semester of the Eighth Grade of SMP Wiratama Mandala Ulubelu Tanggamus in the Academic Year of 2020/2021” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Department, and Yulan Puspita Rini, M.A, the secretary of English Department, who give the researcher opportunity to study until the end of this thesis composition.
3. Dewi Kurniawati, M.Pd, the first advisor for his guidance, help and countless time given to the researcher to finish this final project.

4. Irawansyah, M.Pd, the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.
6. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class C, then all of her best friends who always give suggestion and spirit in framework of writing this research.
7. All of people who have completed the researcher's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,
The Researcher,

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TABLE OF CONTENTS

	Pages
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF APPENDIXES	xv

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Formulation of the Problem.....	7
D. Purpose of the Research	8
E. Limitation of the Research.....	8
F. Use of the Research.....	9
G. Scope of the Research	10

CHAPTER II REVIEW OF LITERATURE

A. Teaching English as A Foreign Language	11
B. Concept of Reading	13
1. Reading	13
2. Reading Comperhension.....	15
3. Teaching Reading	17
4. Learning Problem in Reading	18
5. Teaching problem in Reading.....	20
C. Concept of Text	26
1. Text.....	26
2. Genre Text	27
3. Descriptive Text	29
4. Students Reading Comperhension in Descriptive text	32
D. Approach, Method and Technique	35
1. Definition of an Approach.....	35
2. Definition of Method	35
3. Definition of Technique.....	37
E. Concept of Questioning Technique	38
1. Questioning Technique.....	38
2. The procedure of Teaching Reading Questioning - Technique	40

3. The Strengths of Questioning Technique	42
4. The Weakness of Questioning Technique	43

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	44
B. Research Subject	45
C. Data Collecting Technique	45
a. Observation	46
b. Interview	46
c. Questionnaire	47
D. Research Instrument	47
a. Observation Sheet.....	48
b. Interview Guideline	51
c. Questionnaire Guideline	52
E. Research Procedure	53
F. Trustworthiness of Data	55
G. Data Analysis	56
1. Data Condensation	56
2. Data Display	57
3. Conclusion Drawing	57

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Procedure	59
B. Data Analysis	60
1. Data Condensation	60
2. Data Display	69
3. Conclusion Drawing/Verification	74
C. Discussion of Finding.....	49
1. Process of teaching Reading comprehension using the Questioning Technique.....	76
2. Student's Problem in Teaching reading comprehension using the Questioning Technique	77
3. Students' Problems in Learning Reading comprehension using the Questioning Technique	78

CHAPTER V COCLUSION AND SUGGESTION

A. Conclusion.....	79
B. Suggestion	80

REFERENCES

APPENDICES

LIST OF APPENDICES

	Pages
Appendix 1. Interview Preliminary Research	81
Appendix 2. Result of Interview Preliminary Research.....	82
Appendix 3. Questionnaire Guideline in Research	84
Appendix 4. Observation Sheet for Research	85
Appendix 5. Interview The English Teacher for Research	88
Appendix 6. Questionnaire of the students in the Research.....	89
Appendix 7. Students' score of Class A	91
Appendix 7. Students' score of Class B.....	92
Appendix 7. Students' score of Class C.....	93
Appendix 8. RPP.....	94
Appendix 9. Syllabus	100

CHAPTER I INTRODUCTION

A. Background of the Problem

In learning English, there are some skills that must be mastered, there are four skills of language are: listening, speaking, reading and writing. These skills have relationship. As Bull states that listening is an activity to get the meaning from the oral language. Speaking is talking to somebody about something that use voice to say something. Then, reading is a way to get knowledge of information from printed pages such as: textbook, newspaper, magazines, and another source like internet website.¹ Raimes states writing is a medium for communication, it helps us connect to others, and then reader must understand the purpose of our writing, what we are going to inform or to say.² In addition One of the purposes of teaching English is students are expected to have good reading comprehension.

Reading is useful for other purpose and good thing for language study. It is process involving recognition, comprehension, and fluency of the text that has to be mastered by the students. By reading, students can improve their comprehension, knowledge and insight. Reading a text provide opportunities to know new vocabulary, punctuation, grammar and the way we construct the sentences paragraph and texts. It means that Reading is not just read a text but also understand the content of a text and meaning of sentences.

¹Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: University Press,2000),p.414

²A. Raimes. *Technique in Teaching Writing*. (England: Oxford University Press1983).p.129

Reading and writing activities influenced by one into another. Reading is way to people write. Learning to write from what is read. It means that after reading they can rewrite what they have read. The students can apply their ideas into writing form as the post of reading activities. If the students have good reading comprehension, automatically it make them easier to write because they can remember and understand the specific information they have got from the text.

Reading is a complex activity dependent upon the thinking and language skill of the reader.³ Reading is not only to read, but also needs thinking and other language skills, especially in reading English text. Without using that skill, someone will get misunderstanding comprehending what the author is message on the text.

Besides, there are many kinds of genre text such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres; each has a specific purpose and overall structure, specific linguistic feature and is shared by members of the culture.⁴ It means that there are many kinds of text; every text has differences each other.

One of the genres texts is descriptive text. Descriptive text is to describe a particular person, place, or thing. This text uses is Simple Present Tense.⁵ It means descriptive text is a kind of text with a purpose to give information. The

³L, Donald Bouchard, *Reading English as a foreign language*, (London International communication Agency,1997). P. 1

⁴ Ken Hyland, *Teaching and Researching Writing*, (2th Ed) (Longman: London, 2009), p.15

⁵ PW. M. Mursyid, *English Learning Handout: Learning Descriptive Text*, for VIII, p.4

context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. In this case the researcher will do the research to know the students' reading comprehension especially in reading descriptive text, because descriptive text appropriate with the materi of students at the eighth grade in SMP Wiratama Mandala Ulubelu. Furthermore, the material is available in syllabus.

One of the techniques which is suitable for students in teaching reading is questioning technique. According to Fishbein *et,al.*, questioning technique is considered as the key strategy to promote students to think critically.⁶ It means, Questioning Techniques is one of the areas in teaching that can really make a difference in student learning by the way the questions are formulated. The use of questions is one of the most important teaching techniques. According to Strother question is important because question motivate students, focus their attention, elicit, deeper processing of information, tell students how they are mastering content, and give them an opportunity for practice and rehearsal.⁷ So, it can be conclude that questing technique is to encourage students to become actively involved in lessons; to develop critical thinking skills; and to stimulate students to pursue knowledge on their own.

Based on the preliminary research at the eighth grade students at SMP Wiratama Mandala Ulubelu, the researcher interviewed EkaLestari as the English teacher

⁶ Fishbein,H. D., Eckart,T., Lauver,E., Van Leeuwen, & Langmeyer, D., *Learners' Questions and Comprehension in Tutoring Setting*, (Journal of Educational Psychoogy, Vol.82, 1990), p.163.

⁷ Strother, D. B., *Developing Thinking Skills Through Questioning*, (Journal of The Phi delta Kappan, Vol. 71, No. 41989), p. 324.

about the students' comprehension in reading English text, especially about their reading. She said that the students' comprehension in reading was under average, because the students have difficulties in understanding content of material and the students do not have good reading comprehension. The lack of vocabulary and knowledge of structure make the students can not read well. To get the point the teacher should be active to motivate the students practice their skill in such away. In addition, besides interviewing the English teacher, the researcher gave questionnaire for students of the eleventh grade, the students questionnaire result, they are difficult to read because their vocabulary is under average and they could not remember it for a long time. Furthermore, The students reading comprehension also felt bored in learning reading descriptive text. The students' score can be seen in the table below:

Table 1
Students' English Score At the Eighth Grade of SMP Wiratama Mandala Ulubelu

No	Learners' Score	Class						Total	Percentage
		A	B	C	D	E	F		
1	≥ 70	11	10	10	10	8	9	58	27.88%
2	< 70	21	20	24	25	30	30	150	72.12%
Total		32	30	34	35	38	39	208	100%

Source: English teacher in SMP Wiratama Mandala Ulubelu

From the Table 1, it can be seen that from 208 students of eighth grade of SMP Wiratama Mandala Ulubelu there are 72.12% got score under 70. Because the criteria of standard minimum mastery score of English subject at school is 70, It means that the students' still have difficulties in learning English, even though the teacher use questioning technique.

There are some previous research about reading comprehension and question technique to know that some technique can give a significant influence in reading comprehension and questioning technique can give a significant influence to. Moreover, this previous research is to make difference between those previous research and present research. The relevant study was by Fitriana “The Influence of Using Graphic Organizer towards Students’ Reading Comprehension at the Second Semester of the Second Semester of the First Grade of SMPN 21 Bandar Lampung in 2011/2012 Academic Year. Fitriana said that teaching reading using graphic organizer technique could arise the students’ interest and it can create a good atmosphere and can motivate the students in learning English.⁸

The second is Wenni “The Influence of Using RAPQ (Read, Ask, Put and Question) towards Students’ Reading Comprehension at the Second Semester of the Tenth grade” Wenni said that RAPQ technique can improve students’ reading comprehension. It is supported by the scores the students achieved, in which they received higher score after the writer gave the treatment.⁹

The research findings showed that the affected reading comprehension the students’ performance in vocabulary mastery. As the influence is positive one, it supported the basic assumption that the student who got high score in reading comprehension test, he would get the score in vocabulary as well. It means that

⁸ Fitriana Shalihah, *The Influence of Using Graphic Organizer towards Students’ Reading Comprehension at The Second Semester of The Second Semester of the First Grade of SMPN 21 Bandar Lampung in 2011/2012 Academic Year*, thesis, Universitas islam lampung negri 2012, p. 45.

⁹ Wenni Rossalina *The Influence of Using RAPQ (Read, Ask, Put and Question) Towards Students’ Reading Comprehension at the Second Semester of the Tenth grade of MA Nurul Iman Sidodadi Pardasuka in Academic year 2011/2012*” thesis, Universitas islam lampung negri 2012, p. 50.

the better he performs in comprehension, the more students have many stocks of words.

The third previous research is a about questions technique that was done by Nurul that focuses on questioning techniques to improve students' ability in writing narrative text. She used experimental research. It was found that teaching process ran well. The students were active, enthusiastic, and interested in learning reading. The result of the research there was a significant effect of using questioning techniques toward students' writing.¹⁰ It means that questioning techniques as a good technique to develop the students' English writing skills and successful.

Based on discussion of previous study, it can be concluded that there is a significant different of this research with previous ones. The difference lies on technique. In the previous research had been done by Nurul, her research by using questioning techniques and this case the researcher will use the same research that is questioning techniques. The different previous and the present research, in the previous research, questioning techniques is a technique that can make the teaching learning process ran well and students more active and enthusiastic in writing descriptive text. In the present research, questioning techniques is a technique that can help the students to make and read a descriptive text easily because in this technique will be explained more detail how to comperhend their reading in descriptive text. Based on the explanations above, the researcher was

¹⁰Nurul Khotimah, *The Effect of Listing and Questioning Techniques on The Students' Ability in Writing Narrative Text*, A case of at *The Second Year Students of Mal UINSU Medan* in the academic year 2016/2017.

focus on analysis of student's problem in reading learning process questions techniques.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The students' English Score is under standard minimum mastery score, even though the teacher use questioning technique.
2. The students finds difficulties in comprehend reading descriptive text although the teacher has used questioning technique.
3. Teacher problem in teaching English, especially in reading through questioning technique.
4. Process of teaching and learning English, especially in reading through questioning technique.

C. Limitation of the Problem

Considering the background of the problem and the identification of the problem above, the researcher focuses and emphasizes the research only analysis of students' problem and the causes of problem in reading comprehension through questioning technique at the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problems as follows:

1. What were the students' problem in reading comprehension through questioning technique at the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2019/2020?
2. What were the causes of students' problem in reading comprehension through questioning technique at the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2019/2020?

E. Objective of the Research

The objectives are as follows:

1. To know the students' problem in reading comprehension through questioning technique at the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.
2. To know the causes of students' problem in reading comprehension through questioning technique at the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.

F. Uses of Research

1. Theoretically,

For theoretical contribution, this research is expected to support the previous theories about an analysis of students' problems in reading comprehension through questioning technique, to develop knowledge of the researcher in practice the theories and to give information about students' problems in reading comprehension through questioning technique, to give information about the cause of students' problem and in reading comprehension through questioning technique. So, this research can provide information to students, teachers, readers, and other researchers about how the students' problems in reading comprehension through questioning technique.

2. Practically,

- a. For the teacher, it can be a source of information and knowledge about the kind of teaching technique especially in reading comprehension and also it can be implements by the teacher in teaching learning English to comprehend students' reading and will give contribution to English teacher to find out their students' problems in reading comprehension through questioning technique.
- b. For the students, the finding of this research will motivate them to practice more than they did before and encourage them to learn English well and helps the students to get information about their problems in reading comprehension through questioning technique.

- c. For other researcher, the results of this study are expected to be one of resources to get the larger knowledge and experience about how to teach English by using questioning technique, especially to teach the first semester students of junior high school, beside that this research are expected to be one of resources the other researchers to conduct similar research.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.

2. Object of the Research

The object of this research was the students' problem reading comprehension through questioning technique.

3. Time of the Research

The research was conducted at the first semester in the academic year of 2020/2021.

4. Place of the Research

The research was conducted at SMP Wiratama Mandala Ulubelu.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Teaching language is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods. A method, that is based on the assumption that we learn another language as a child learns his native language (L1), will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.¹

The context of English language teaching in Indonesia is inescapable from its role, considered more as a foreign language rather than a second language. In a setting where English is a foreign language, students usually learn with for low intrinsic motivation.² English may be deemed irrelevant with students' needs because the language is not part of the everyday life. In this setting students, usually learning in one large class consisting of 40-50 students, with limited number of meetings. On the other hand, in a setting where English is a second language, students have high intrinsic motivation because the language is a part of everyday life. By living in a second language environment, students have a higher chance to use the

¹Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2000, p.20

²Sugeng Susilo Adi, "Communicative Language Teaching", Available on sugengadi.lecture.ub.ac.id/.../communicative-language-teaching-is-it-app. Accessed on (January, 28, 2012)

language whether to communicate with others or for professional needs, as in looking for a job. Even though the use of English in Indonesia whether written or spoken is increasing as evidenced by print and electronic media, the language still has not shifted its position from being a foreign language to becoming a second language.

Teaching and learning process are basically communicative process. The communicative process must be created through delivering activity and exchanging instruction of information. The process covers knowledge, skills, ideas, and experiences and so on.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques.³ An extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with our integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on given learners under the various constraints of the particular context of learning.

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Pearson Education, 2005), p.8

Teaching demands the combination of three elements; transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level and the goal the teacher select before.⁴ Teaching is not a simple matter. Teaching is the systematic activity which is included many components. Every component cannot be separated, but the component is necessary for having a good management in teaching. The component should also consider about the ability of the teacher in managing the class, skill, and the professionalism of the teacher so that the teaching goal can be achieved.

Based on explanation above, the researcher concludes that teaching English is very important, especially on English as Foreign Language because it will be useful for people life. It can produce creation from their ideas or they can record something and so on. Moreover, teaching and learning foreign language is not easy as learning native language. In learning foreign language, the learners may meet all basic learners of learning problems dealing with how to arrange words into sentences that are quite different those native language.

⁴ George Brown, *Effective Teaching in Higher Education* (New York: Rouledge, 2002), p.15

B. Reading

1. Concept of Reading

According to Bambang reading is working on from the beginning but follows from what language learners already know.⁵ Reading is what happens when people look at a text and assign meaning to the written symbols in that text. Meanwhile, according to Grabe, reading is the ability to draw meaning from the printed page and interpret the meaning or information appropriately.⁶ Therefore, the readers can get the meaning of what they read. Reading is an activity to get ideas or information from a text.

Patel and Praveen state that reading is the most useful and important skill for people. This skill is more important than speaking and writing.⁷ It means that reading is most useful and important skill for people or students.

Another definition stated by Brown that reading would be best developed in association with writing, listening, and speaking activity. Even in that course that maybe labeled “reading”. Your goal would be best achieved by capitalizing on the interrelationship of skill, especially the reading – writing connection.⁸ Reading is still regarded as the most effective input to improve student’s competence and performance. On the other hand, in reading, the reader deals with words or combination of words written by the writer.

⁵ Bambang Setiyadi, *Op. Cit*, p,80

⁶ William Grabe and Fredricka L.Stoller, *Teaching and Researching Reading*, (Francis:Taylor, 2011), p,3

⁷ M. F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Nagar: Sunrise, 2008), p,113

⁸ H.Douglas Brown, *Teaching By Principles An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p,298

Based on the definitions above, we can conclude that reading is an active process to build the readers' comprehension. By reading, the reader will know what they read and the ideas of the writer. Reading is also important in our daily activity. Through reading, we can get new information, knowledge and information about word development.

2. Concept of Reading Comprehension

Students could take the expectation from reading text. He or she has to comprehend the text to get the point of what they read. Reading comprehension is the process of constructing meaning by coordinating a number a complex processes that include word reading, word and word knowledge, and fluency.⁹ It means in comprehending the text, the students take the expectation to get the point of what they read.

Further, reading comprehension involves much more than readers' response to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use and skill) as well as variable related to the text itself (interest in text, understanding of text types).¹⁰ Reading comprehension means that a reader acquires information from reading. According to Brown, reading comprehension is primarily a matter of

⁹ Klingner Janette K, Vaugh Sharon and Boarman Alison, *Teaching Reading Comprehension Students With Learning Difficulties*, (London : The Guildford press, 2007), p,2

¹⁰ *Ibid*, p,8

developing appropriate, effective comprehension strategies.¹¹ According to Brown, there are some criteria of language assessment in reading skill as mentioned below:

- a. main idea (topic)
- b. expression / idiom / phrases in context
- c. inference (implied detail)
- d. grammatical features
- e. detail (scanning for a specifically stated detail)
- f. excluding facts not written (unstated detail)
- g. supporting ideas
- h. vocabulary in context¹²

In other words, reading comprehension is the ability to understand information from the text. The reader should be careful reading to understand the total meaning of passage. In this research, the researcher measured students' reading comprehension in main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided in the form of test by the researcher.

Based on the explanation above, the researcher concluded that reading comprehension is the ability to derive and understand information from the text. In reading comprehension, the readers also relates the ideas from the text

¹¹ H.Douglas Brown, *Op. Cit*, p,291

¹²Douglas Brown, *Language Assessment Principles and Classroom Practice*,(San Fransisko: Pearson Logman, 2004) p, 206

to prior experience and their knowledge. This ability is indicated from the test given to measure students' reading comprehension in finding main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided.

3. Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be mind as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principles of teaching reading.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- 1) Reading is not passive skill.
- 2) Students need to be engaged with what they are reading.
- 3) Student should be encouraged to respond to the content of a reading text, not just to the language.
- 4) Prediction is major factor in reading.
- 5) Match the task to the topic.

6) Good teachers exploit reading texts to the full.¹³

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading text in classroom. Teaching reading needs more than only read the text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

- 1) The reader who is doing the comprehending.
- 2) The text that is to be comprehended.
- 3) The activity in which comprehension is a part.

4. Problem in Teaching Reading

According to Sugiyono, problems are the deviation between that should be and what actually happened, between and practice, between the rules and implementation, the plan and implementation.¹⁴ It cloud be concluded that the problem is the disparity between the expected reality with a properly, in order to achieve goals with maximum result. The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems evenly appeared from the teaching practice. Some emerged as issues that did not all teachers agree with.

¹³ Jeremy Harmer, *How to Teach English*, (England: Longman, 2001), p, 70

¹⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.32

According to Baradja in Budiharso books that are two facts that exist as issues in teaching reading. The problems in teaching reading are as follows:

- a. Text Selection. In the text selection, teachers are not confident to choose the reading materials. Teacher mostly really upon English textbook available by which modifications neither are nor required. To use the textbook the teachers follow the contents and exercises on the book.
- b. Exercise to include. Exercise following the reading passage has been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension is following a passage, the writer provides some comprehension question text.¹⁵ From the explanation above, the researcher concluded that teaching reading was not easy for the teacher, because there were some problems faced in teaching reading. They were included in text selection and exercise to include.

In addition, the teacher's problems in teaching reading comprehension by Linane are:

- a. The teacher has problem to make sure whether the students read the text or not. Sometimes the teacher does not know until the students walk in the door if students have read their assignment. Thus, the question will be "did the student read the text ?". the reality is : some will and some will not. Some teachers feel that is unfair for them to be held accountable to

¹⁵ Teguh Budiharso, Prinsip dan Strategi Pengajaran Bahasa, (Surabaya: Lutfansyah Mediatama, 2004), p.54

common core or state standards of instruction if the students do not even read the text that can help them improve. When the teacher gives reading task as homework, the teacher does not know whether the students have answered the assignment by their selves or the student simply copying the answer from another student.

- b. The teacher does not give meaningful feedback to the students.

It is even more difficult to give quick feedback on student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.

- c. The teacher does not give assessment with the proper standard.

When the teacher has to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar the teacher with their relevant standards. The worst is if the teacher takes long time to give the assessment with the proper standards.¹⁶

The problem in teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices it. Based on explanations above, it can be concluded that the problems of teaching reading are:

- a. Text Selection
- b. Exercise to include
- c. The teacher has problem to make sure whether the students read the text or not.

¹⁶ MJ. Linane, "6 Reading Comprehension Problems",

- d. The teacher does not give meaningful feedback to the students.
- e. The teacher does not give assessment with the proper standard.

5. Learning Problem in Reading Comprehension

To comprehend a text, Westwood argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text.¹⁷ He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find problems in comprehending the English text. According to Oberholzer, Reading problem refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom. It means that reading problem is the problems that are faced by the students in comprehending the text.¹⁸ This problem can have negative effect on their study especially in their reading ability.

Moreover, Kuswidyastutik said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the problem can be seen from the mistakes he did while working on the

¹⁷ Westwood, P. *Reading and Learning Difficulties a Process to Teaching and Assessment*. Australia: Acer Press. 2001. P. 31

¹⁸ Oberholzer, B. *The Relationship between Reading Difficulties and Academic Performance* (Submitted in part fulfilment of the requirements for the degree of M Ed (Ed. Psych). (Online). Vol. xii, 119 leaves. University of Zululand's Library Catalogue.(<http://uzspace.uzulu.ac.za/handle/10530/398>). Accessed on 30th August, 2019.

questions.¹⁹ The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that those questions are also the basic problems that are face by the students in comprehending the text. Below, the researcher shows some of the causes of students' problems in comprehending the text according to Reis,

1. Teachers' Willingness to Lecture over Reading Material

Smith stated that content area reading is the reading that a person usually a student needs to complete and understand in a particular subject area.²⁰

Once students believe that a text is too hard for them, they assume that it is the teacher's job to explain the text to them. Since teachers regularly do so, it will deprive students of the very practice and challenge they need to grow as readers.

2. Failure to Adjust Reading Strategies for Different Purposes

Inexperienced readers are also unaware of how a skilled reader's reading process will vary extensively depending on the reader's purpose. Some reading tasks require only skimming for gist, while others require the closest scrutiny of detail. Good readers varied their reading speed appropriately while poor readers do not discriminate in their reading time as a function of reading purpose.

3. Problem in Perceiving the Structure of an Argument as They Read

¹⁹Kuswidyastutik. *Identifikasi Kesulitan Belajar Matematika Siswa Kelas IV SDN Kedungringin I*. (Surabaya: UIN Sunan Ampel, 2013).

²⁰Smith, W. P. *Reading Instruction Resource*. (Online). (<http://www.k12reader.com/what-is-content-area-reading/>). Accessed on 23rd October, 2019.

Inexperienced readers are less apt to chunk complex material into discrete parts with describable functions. They do not say to themselves, for example, "This part is giving evidence for a new reason," "This part maps out an upcoming section," or "This part summarizes an opposing view." These students are taking an ant's-eye view of the text-crawling through it word by word-rather than a bird's-eye view, seeing the overall structure by attending to mapping statements, section headings, paragraph topic sentences, and so forth.

4. Problem in Reconstructing the Text's Original Rhetorical Context

Inexperienced readers often do not see what conversation a text belongs to what exigency sparked the piece of writing, what question the writer was pondering, what points of view the writer was pushing against, what audience the writer was imagining, what change the writer hoped to bring about in the audience's beliefs or actions. They have problem perceiving a real author writing for a real reason out of a real historical moment.

5. Problem Seeing Themselves in Conversation with the Author

This problem possibly because they regard texts as sources of inert information rather than as arguments intended to change their view of something. Inexperienced readers often do not interact with the texts they read. They don't ask how they, as readers, are similar to or different from the author's intended audience. They don't realize that texts have designs upon them and that they need to decide, through their own critical thinking, whether to succumb to or resist the text's power.

6. Problems with Vocabulary and Syntax

Inadequate vocabulary hampers the reading comprehension of many students. Using a dictionary helps considerably, but often students do not appreciate how context affects word meanings. Moreover, the texts they read often contain technical terms, terms used in unusual ways, terms requiring extensive contextual knowledge, or terms that have undergone meaning changes over time.²¹ Additionally, students have problem tracking complex sentence structures. Although students may be skilled enough reading syntactically simple texts, they often have trouble with the sentence structure of primary sources or scholarly articles.

While Akbari in her research found some of the comprehension problems from insufficiency or lack of grammatical knowledge.

- a. Recognizing and understanding different kinds of phrases and determining their head noun.
- b. Recognizing and understanding different kinds of clauses and determining their grammatical function.
- c. Recognizing the main sentence in a complex sentence and consequently failing to recognize the main verb of the sentence.
- d. Recognizing the role of conjunctive adverbs.
- e. Recognizing the reference of the pronouns.
- f. Recognizing and understanding the tense of the verb.

²¹ Reis, R. *Tomorrow's Professor Mailing List: Helping Difficult Students Read Difficult Text*. (Online). (<http://cgi.stanford.edu/~deptctl/tomprof/posting.php?ID=1145>). Accessed on 30th August, 2019.

- g. Understanding the passive sentences.
- h. Lack of knowledge of collocations.
- i. False generalizations or stereotyping about words with similar spelling or pronunciation.²²

Besides, according to Linane, the problems in learning reading are :

- a. The students need to be able to decode and comprehend what they are reading.
- b. The students do not understand what they read.
- c. The difficult language in historical texts and poor question design in the book.
- d. The students are struggling readers. They cannot correctly identify the main idea when they read.²³

Based on the theories above, in this research the researcher concluded that the problems in learning reading are:

- a. The students have not good vocabulary mastery.
- b. The students have problems to decode the text and sentence.
- c. The students have habit of slow reading.
- d. The students have problems in making inference.

²² Akbari, Z. *The Role of Grammar in Second Language Reading Comprehension: Iranian ESP Context* (International Conference on Current Trends in ELT). Procedia - Social and Behavioral Sciences 98122 – 126. Iran: Elsevier Ltd. 2014.

²³ MJ. Linane, Loc.Cit,

- e. The students have problems in working memory to remember about the text.

6. The Cause of Students' Problem in Reading Comprehension

Problem is something that complicated to do.²⁴ It will be seen from students' mistake or error learning process. In fact, many junior high school students often find the problems in reading comprehension. These problems result the student's poor performance in reading test. Thus, from these factors arise some problems in reading comprehension.

The cause of students' problem in reading divided into external and internal factors. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments.²⁵ There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; problem in understanding long sentence and text, problem that is caused by limited background knowledge, problem in using reading strategies and problem in concentration.²⁶

- a. Problems in understanding long sentence in a common problem that most of students finds problem in understanding the long sentence with complicated structure. It is supported by Barfield that shows almost 12 percent of students had problem in understanding long sentences in graded

²⁴ Wahab, W. (2012). A Descriptive Study Of Students' Difficultieis In Using Word Order Of Adjective. Gorontalo: Universitas Negeri Gorontalo (UNG).

²⁵ Rahim, F. (2006). Pengajaran Membaca di Sekolah Dasar. Jakarta: Bumi Aksara.

²⁶ Fajar, S. (2009). The Difficulties Faced by Students in Reading Comprehension Section of National Examination. (Unpublished). Banda Aceh: Syiah Kuala University.

story and 20 percent in academic text.²⁷ Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

- b. Problem in Using Reading Strategies The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test.²⁸ There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be problem to deal with reading comprehension test.²⁹
- c. Problem in Concentration Problem in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Problem in concentration is another reason for students' poor reading

²⁷ Barfield, A. (1999). In Other Wird: How learner construct Reading Difficulties. Retrived Agustus 20th, 2017 from <http://www.aasa.ac.jp/~dcdycus/LAC99/bar399.html>.

²⁸ Duarte, N and Barner V. (2005). Reading Comprehension in Teaching English as Foreign Language, (Online), <http://www.monografias.com/trabajos68/reading-comprehension-teaching-english/reading-comprehension-teachingenglish2.shtml>. Accessed on July 5 th, 2017.

²⁹ Ibid, Fajar.

because concentration is an important factor for a good and effective reading. Shaw states that comprehension of a text results from reading with concentration.³⁰ But students, in most cases, cannot or do not concentrate properly while reading.

According to Peter, there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.³¹

- a. House environment It cannot be neglected that parents play important role in the home. Freeman and Long stated that every students needs attention from their parents to reach their learning achievement.³² Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.
- b. School environment The school environment also can be a cause of students learning problems in reading comprehension, such as school with lack of vlearning media. The lack of learning media such as English books,

³⁰ Shaw. H. (1959). *For Expository Reading Writers*. New York: Harper and Brothers Publishers.

³¹ Peter, W. (2001). *What teachers need to know about reading and writing difficulties*. Australia: Acer Press

³² Freeman, D. L and Long. M. H. (1990). *An Introduction to second Language Acquisition Research*. Newyork: Longman

magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

C. Text

1. Concept of Text

In general, text is an article we often read. Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning. It means that when the writer uses language to write, they are creating and constructing a text. When the reader reads a text, they are interpreting texts. Moreover interpreting and creating text also occur when they are talking and listening. Wiratno states that the limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning from the quantity of the sentences.³³

There are two main categories of text. They are literary and factual text. Within these are various text types. Each text type has a common way of using language.

a. Literary Texts

Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic.

³³ Tri Wiratno in Farid Helmi, *Improving Students' Skill in Writing Recount Text by Using a Personal Lette*, (Semarang: Education Faculty State Institute For Islamic Studies Walisongo, 2012), p.25

b. Factual Texts

Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.³⁴

2. Concept of Genre Text

According to Siahaan and Shinoda text is a meaningful linguistic unit in a context.³⁵ Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. Based on generic structure and language feature are dominantly used. According to Anderson text types in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, recount. These variation are known as genre.

a. Spoof

Spoof text is a text to retell an event with a humorous twist.

b. Recount

Recount text is a text to retell events for the purpose of informing or entertaining.

c. Report

Report text is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

d. Analytical Exposition

³⁴ Anderson in Ika Aries Tantiya, *Teaching Writing Recount Text Through Movie*, (Semarang: Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2011), p.19

³⁵ Sanggam Siahaan, Kisno Shinoda. *Generic Text Structure*, (Yogyakarta: Graha Ilmu 2008), p, 1

Analytical exposition text is a text to persuade the reader or listener that something in the case.

e. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.³⁶

3. Concept Descriptive Text

Descriptive text is a kind of genre text that contains describing about people, place or thing. According to Matthews descriptive text is a way to explain about events in or states of the world³⁷. Schwegler adds that descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc³⁸. So, descriptive text is a text that describes the details of events or something.

Descriptive text is description that used to describe what a person looks and acts like.³⁹ Description text should be detailed, clear, and render the represented reality chronologically. Descriptive text uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. More than any other kind of writing, descriptive writing strives to invoke a vivid and involved experience for the reader. It is often considered as one of

³⁶ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Macmillan,2003), p, 3

³⁷ Matthews, Peter, *The Concise Oxford Dictionary of Linguistics*, (Oxford: Oxford University Press, 1997), p.94.

³⁸ Schwegler, Robert A, *Patterns of Exposition 9th Ed.* (Boston: Pearson Education Inc., 2010), p.351.

³⁹ Kenneth Beare , *Writing Descriptive Paragraph*, (Educational Journal 2012).

the most creative forms of writing since it is basically about being able to evoke emotions in the reader through the power of words.

Crimmon describes description is a strategy for representing a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like.” A successful description does not depend on merely visual effects, however. According to pattern that helps your readers understand why you think is interesting.⁴⁰

In addition, Siahaan states that Description is a written English text in which the writes describes an object. It can be a concrete object such as a person, an animal, a plan, a car etc. It can also be an abstract object such as an opinion, idea, love, hate, belief, etc. In this case as a product of writing, the text functions to reflect what is being described to the readers. Followings are some paragraph models about picturing some objects.⁴¹ Descriptive is a text that has social function to describe a particular person, place or thing.

On the other hand, the descriptive text also has the social function differed from other genres. According to Kramsch the social function of the genres is based on the name of the text itself⁴². So, the descriptive text aims at describing the details of something. It means that if the text is explained about ‘My house’, the text has a social function ‘to describe the details of my house’.

⁴⁰ Mccrimmon, *Writing with a Purpose*, (Houghton Mifflin Company:1984), P 163

⁴¹ Sanggam Siahaan. *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008), P 119

⁴² Kramsch, Claire, *Language and Culture*, (Oxford: Oxford University Press, 1998), p.63.

The parts of descriptive are as follows:

1. Social Function

To describe particular person, place or thing.

2. Generic Structure

- Identification: Identifies phenomenon to be described.
- Description: Describe parts, qualities, characteristics.

3. Significant Lexico grammatical Features

- Focus on specific participants.
- Use of attribute and identifying process.
- Frequent use of epithets and classifiers in nominal group.
- Use of simple present tense.⁴³

Example of descriptive text

• **Describing a place**

My room is very small but comfortable. It is a small rectangular room with a white ceiling and green walls. As you enter the rooms, straight a head you will see two large windows with gold curtains. My bed, which is covered with a red and gold bed spread, is under the windows. On your left, against the wall, there is a large a bookcase filled with books. There are several posters on this wall. The one that is over the bookcase shows and interesting scene from our country. The one that is over the desk is of my favorite singer.

⁴³Intan Kirana, *Characteristic of Descriptive* , (Educational Journal, 2010) p.3.

Based on the explanation above the researcher concludes that descriptive text is drawing important of thing as clear as possible, so the readers understand what the writer means. The purpose of descriptive text is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details. In this case the researcher will do the research to know the students' reading comprehension especially in reading descriptive text, because descriptive text appropriate with the materi of students at the seventh grade in SMP N 24 Bandar lampung. Furthermore, the material is available in syllabus.

4. Students Reading Comprehension of Descriptive Text

The readers have different way to get information from the text. McDonough et.al. State usefully classifies reading into getting general information from a text, getting specific information from a text, and for pleasure or for interest.⁴⁴then, siahaan states that the receptive written language skill is called reading. It is the skill of a reader or a groupof reader to interpret information transfer by a writer.⁴⁵moreover patel and jain state that reading means to understand the meaning of printed words i.e. written symbols.⁴⁶ it meansthat reading is understand the meaning each words of the text to get information. In the reading after the readers read text and get information, they can share to other people.

⁴⁴ Jo McDonough, *Materials and Methods in ELT: A Teachet's Guides 3rdEd* (Oxford :Blackwell Publishing,2013),p.111

⁴⁵ Sanggam Siahaan, *Op.Cit*, p. 3

⁴⁶ M.FPatel and Praveen M. Jain,*Op.Cit*,p.113

Reading is not only to get information from a text but also reading for pleasure. The reader can choose material text for making pleasure. According to Oakhill et.al, reading comprehension is necessarily dependent on at least adequate word reading : readers cannot understand a whole text if they can not identify (decode) the words in that text.⁴⁷ Harmer states that reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.⁴⁸ It means that students understand and comprehend of the text is not as read - only, but should know the meaning of every word in the text. Students should seek information from what they read.

Patel and Jain, in state that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.⁴⁹ It means that reading comprehension is understanding the meaning of the text, includes vocabulary, generic structure, and lexico grammatical features of the text. The reader is reading the text will understand all the specifications in reading comprehension. Then, they will have own understanding about information of the text. In reading activity, the readers must understand about reading comprehension clearly. Reading must know specification of reading comprehension.

⁴⁷ Jane Oakhill, Kate Cain and Carsten Elbro, *Op.Cit*, p.1

⁴⁸ Jeremy Harmer, *Op.Cit*, p.101

⁴⁹ M.F Patel and Jain, *Op.Cit*, p.133

According to brown, there are eight specifications in reading comprehension includes main idea, phrases incontent, inference (implied detail), grammatical feature, details (scanning for aspecifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary.⁵⁰ It means that the readers have to know the specification of reading comprehension to get the information from the text.the one type text of reading is descriptive text. According to gerot and wignell,description text is describe a particular person, place or thing.⁵¹ It means that descriptive text is a kind of the text which describe something such as person, place, or thing to give details for the readers. The reader read descriptive text to understand all the component of descriptive text and specification in reading comprehension so that they get information in the text.

Furthermore, reading comprehension of descriptive text is understanding information in the descriptive text. The reader can get detail information by knowing specifications of reading comprehension. It can help readers to understand content of the text. Then, reader also has to keep attention generic structure and lexico grammatical features of the descriptive text. Based on the explanation above,it can be inferred that reading comprehesion of descriptive text is understanding detail information in the descriptive text by considering about eight specifications of reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature,

⁵⁰ H. Douglas Brown, *Language Assessment : Principles and classroom Practices* (NewYork : Longman,2003), p.206

⁵¹ Linda gerot and Peter wignell, *Loc.Cit*

details(scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content.

D. Approach, Method and Technique

1. Definition of an Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be comprehension.⁵² Approach is how to start learning, How to manage learning activities and attitude of students so that students do learning process actively and get the result optimally. People use the term approach to refer to theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. For example, before teacher will teach in the class, the first should approach to students to know situation of the class, condition and characteristic of students. What is the nature of education? What is the role of the teacher, the student, the administration, the parents? After find the answer, a teacher easily to know what the method is appropriate for teaching student.

2. Definition of Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected

⁵² Jack C.Richards and Theodore S. Rodgers, *The Nature of Approaches and Method in Language Teaching*, Cambridge University Press, Cambridge, 1987, p.35.

approach.⁵³ Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful and some model of syllabus organization.⁵⁴ Many methods have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Others methods, such as Total Physical Response method and the audio lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and then the method was improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).⁵⁵

Method is a way something is done. Perhaps used for routine tasks. For example, after the teacher do approach, the teacher decided that method to appropriate in teaching learning vocabulary in elementary school is Total Physical Response (TPR) method because the students will understand more toward new material by using direct example or responses and this method this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students. “Do you follow the textbooks and curricula to the letter with everything?” This is not really a question of “what

⁵³ *Ibid.*

⁵⁴ Jeremy Harmer, *Op.Cit*, p.62.

⁵⁵ Bambang Setyadi, *Op.Cit*, p.6

works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?" Method is based on the teacher's passion and the teacher's ability in doing method.

3. Definition of Technique

Technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.⁵⁶ Technique is how the teacher in teaching learning process does. Learning techniques is determined based on the method used and the method is based on the approach used. From the statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be comprehension, the content to be comprehension, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may

⁵⁶*Ibid.*

choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

Based on the theory above, techniques not only include the presentation of the materials but also the repetition of material used. Technique is a procedure or skill for completing a specific task. Furthermore, this research will be use technique for analyze the students' problem in reading, and the technique is questioning technique.

E. Questioning Technique

1. Concept of Questioning Technique

Studies in the field of teaching a foreign language suggest that asking questions is a vital factor in the processes of teaching and learning.⁵⁷ Consequently, students learning, thinking, participation, and their level of engagement depend on the kind of questions teachers formulate and use in the classroom.⁵⁸ However, to investigate the role of questions learners' critical thinking first, it is important to precisely clarify what is meant by a question. The most comprehensive definition for question is suggested by Cotton that "A question is any sentence, which has an interrogative form or function".⁵⁹ Moreover, he asserts that "In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to

⁵⁷ Gall, M. D. The use of questions in teaching. (*Journal of Review of Educational Research*, Vol. 40, 1970), p. 707.

⁵⁸ Wilen, W. W. *Questioning skills for teachers* (Washington, DC: National Education Association, the third edition, 1991).

⁵⁹ Cotton, K. *Classroom questioning*. (North West Regional Educational Laboratory: 2001), p. 22.

students the content elements to be learned and directions for what they are to do and how they are to do it.⁶⁰

It is also approved that there is a significant relationship between teachers' classroom questioning and student outcomes i.e. achievement, retention, thinking skills, and level of participation. Furthermore, some scholars believe that thinking is not driven by answers but mostly by questions. According to Strother question is important because question motivate students, focus their attention, elicit, deeper processing of information, tell students how we they are mastering content, and give them an opportunity for practice and rehearsal.⁶¹

Furthermore, the purpose of teachers' classroom questions is to encourage students to become actively involved in lessons; to develop critical thinking skills; and to stimulate students to pursue knowledge on their own. Nasreen also adds some reasons for asking questions is to signal an interest in hearing what learners feel and think; to encourage a problem-solving approach to think and learning, and to deepen learner's thinking level.⁶² Since the majority of the questions asked in the cassroom are at the lower cognitive level of students hence one strategy for teachers is to carefully plan questions that are at higher cognitive levels. By incorporating higher level questions into the classroom, students would be encouraged to effectively develop their critical thinking skills. Higher- level

⁶⁰ *Ibid.*, p.1.

⁶¹ Strother, D. B., *Developing Thinking Skills through Questioning*, (Journal of the Phi delta Kappan, Vol. 71, No. 41989), p. 324.

⁶² Nasreen, H., *Helping EFL/ESL Students by Asking Quality Questions*, (*The Internet TESL Journal*, Vol. IX, No. 10, September 2019), <http://iteslj.org/>

questions give the students a license to explore the possibilities. Then at this level teacher have to step back and let students do the thinking.

2. The procedure of Teaching Reading Questioning Technique

According to Socratic in Elder and Paul questions can be phrased in three general ways:

1. **To explore a general aspect of course material:** "Describe different types of tectonic movement along plate boundaries."
2. **To encourage creativity and brainstorming:** "Think of as many causes as possible for the origin of a large boulder found perched upon a nearly flat plain that is underlain by a rock type different from that of the boulder."
3. **To focus attention on a specific problem:** "Compare the evidence used by scientists to support the idea of biological evolution (or modern global warming) with that used by others who reject the possibility of evolution (or global warming)."⁶³

Cox and Griffith stated that questioning technique for beginning to engage with 'Reading' text. This develops in the reader; further questions in order that they then form a sense of meaning from the text and to develop understanding, by using SATIP:

Sense – or meaning – what is it about?

⁶³ Elder , L. & R. Paul, *Art of Socratic questioning*, (Santa Rosa, CA: Foundation for Critical Thinking ,2006) p.23.

Audience – or tone – who is it intended for?

Technique – what are the techniques that have been used - what is their effect?

Intentions – What was the writer's purpose?

Personal opinion – what is your reaction? – what do you start to conclude?⁶⁴

Callahan, Clark and Kellough suggest the following guideline to the teachers to know how to prepare and implement questioning technique in their classroom:

1. Ask your well-worded questions before calling on a student for a response.
2. Avoid bombarding students with too much teacher talk.
3. After asking question, provide students with adequate time to think.
4. Practice gender equality.
5. Practice calling on all students.
6. Give the same minimum amount of wait time (think time) to all students.
7. Require students to raise their hands and be called on.
8. Actively involve as many students as possible in the questioning-answering discussion session.
9. Carefully gauge your responses to students' response to the question.
10. Use strong praise sparingly.⁶⁵

It can be concluded that teacher must prepare well the question that appropriate with text that will be given to students. In this meeting the teacher

⁶⁴ Cox, S. & A. Griffith, *Outstanding teaching*, (Luxemberg: European Agency, 2007) p.197.

⁶⁵ Callahan, Clark and Kellough, *Teaching in the Middle and Secondary Schools*, (Prentice Hall: 8 edition. 2005).

must avoid talking too much, and make sure students will give much response the question, so the teacher can know the students' understanding of the text or not. Don't forget to give appreciation to the students' response and give a little bit explanation to make sure students understand.

3. Advantages questioning technique

Questioning technique helps students to think critically through focusing explicitly on the process of thinking. According to Socrates, when questions are disciplined and carefully structured, then, students are able to slow down and examine their own thinking processes. According to Davis, thoughtful, disciplined questioning in the classroom can achieve the following teaching and learning goals:

1. Support active and student-centered learning;
2. Help students to construct knowledge;
3. Help students to develop problem-solving skills; and
4. Improve long-term retention of knowledge.⁶⁶

4. Disadvantages of questioning technique

1. Questions in themselves are not necessarily effective in provoking thought.

Unless you are careful, you may find yourself simply creating pat questions that lead to simple answers. If your answers simply restate what you already know or believe, write tougher questions or try another prewriting method.

⁶⁶ Davis, B. G. *Tools for Teaching*, (San Francisco: Jossey-Bass Inc, Publishers, 1993), p. 94.

2. Asking too many questions, especially misdirected ones, can lead the students on a scattered mission, finding unrelated or trivial information.⁶⁷

⁶⁷ Anne Morrow Lindbergh, *Reading Strategies Getting Started*, (Englewood N.J: Arapahoe County, Ed. XII, 1998) p.67.

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